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ABSTRACT

This study investigated the effects of story mapping on reading comprehension. Subjects, 20 second-grade students of below-average reading achievement, were presented over a 10-week period with activities in story mapping utilizing a variety of story map frames. The Metropolitan Achievement Test was administered as a pre- and posttest. Results indicated that with story mapping, students were better able to see the relation between story elements as well as to detail before, during, and after reading. Results also indicated significantly higher scores in literal and inferential comprehension. Findings suggest an improved attitude toward reading thus, increasing the use of library facilities both in and out of school. (Four tables of data, an attitude survey, a survey of library usage, lesson plans, and story map frames are appended.) (RS)

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IMPROVING READING COMPREHENSION OF SECOND GRADE STUDENTS THROUGH THE USE OF "STORY MAPPING"

by

MINNETTE I. BROWN

ED322468

A PRACTICUM PROPOSAL

Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science

The abstract of this report may be placed in a National Database System for reference

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Signed Minnette S. Brown

Abstract

Improving Reading Comprehension of Second Grade Students through the use of "Story Mapping" Brown, Minnette I., 1990: Practicum Report, Nova University, The Center for the Advancement of Education.

Descriptors: Reading Comprehension/ Story Mapping/ Reading Strategies/ Reading Processes/ Story Grammar/ Story Reading/ Vocabulary Development/ Semantic Mapping/ Vocabulary Skills/

This study investigated the effects of story mapping on reading comprehension. Research revealed that with story mapping, students are better able to see the relation between story elements as well as attend to detail before, during and after reading. The writer presented ways in which comprehension skills may be taught effectively through the use of various types of story frames. Pre and post-tests enabled the writer to determine the success of this project. Significantly higher scores were produced both in inferential and literal comprehension. This resulted in improved attitude towards reading thus increasing the usage of library facilities both in and out of school. Included in the appendices are story map frames, activity sheets and evaluation exercises.

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CHAPTER I

PURPOSE

Background

The practicum that follows was implemented in an elementary school situated in Northwest Florida. At the time the school was founded in 1925, it was predominantly a white elementary school with classes from first through sixth grade. At that time, it accommodated approximately 250 students with twelve faculty members. Over the years there has been a transition to majority Afro-American and finally to a majority Mexican-American population. At the present time about 66 percent of the students are Mexican-Americans.

Between the years 1970 and 1971, when some of the schools in the County were being paired or grouped, this school was paired with another elementary school in the adjacent community. It then became a primary school with classes from Kindergarten to third grade while the other school accommodated grades four to six.

During the 1980's the community has been the recipient of a large number of South-American refugees some of whom settled in other parts of the city when

they become self-supporting. Thus, there is a constant flow of children in and out of the school. This has had an adverse effect on the academic growth and ratings of the school, with most of the children functioning below grade level as shown by the Stanford Diagnostic Reading Test and the Reading Systems very plain.

At the present time the school population consists of 1,385 students and 124 staff members, 71 of whom are classroom teachers, eight Basic Content Curriculum (BCC) teachers, four English for Speakers of Other Language (ESOL) resource teachers and two Spanish (S) teachers. There are 19 self-contained ESOL classes. In addition to the ESOL classes, 825 other students participate in the bilingual program.

Previously, and up to the school year 1986-1987, there was only one Dade County Partner involved with the school's program. After an aggressive marketing campaign, the school acquired eight additional partners. Each of these agencies has provided services and funds for the enhancement of the school's programs. In addition, they have offered incentives to encourage regular attendance, the provision of space, and facilities for meetings, the use of a swimming

pool for the use in the school's summer program and provision of life-saving training for teachers.

The most current project to be introduced in the school's program is P.E.A.R.L.S. (Parents who Encourage Achievement in Reading, Learning and Self-Esteem). Discouraged by the poor attendance at P.T.A. meetings, and because the teachers felt that parents in the community needed guidance in the best way to help their children succeed in school, an alternative approach to increasing parental involvement was adopted. The P.E.A.R.L.S. project takes the form of workshops. The parents are made aware of the various community agencies which are available to assist them. Home kits were developed for each family. These kits include simple games and techniques to help the parents help the children. At the workshops the parents are taught how to use the activities in the kits. The focus is on Reading, Writing, Mathematics and Science. Consideration is given to language differences as this is an important element in the success of the program.

The class for whom this project was written, is one of six second grade classes in a Centrum or Pod. This is a room which houses several classes usually at the same grade level. There are two self-contained

ESOL classes and four regular classes in this centrum. This is a regular class and an examination of the class records as well as results of the Stanford Achievement Test show all twenty of them reading at least one year below grade level. There are ten Black-Americans, nine Mexican-Americans and one Haitian-American in this class. Six of these children attend ESOL class for one half-hour period each day.

The author of this project is the class teacher of the 20 second grade students for whom the project is written. This is a self-contained class with special-area teachers in Art, Music and Physical Education. As such, the author is responsible for instructions in all areas of the "basic" curriculum including Mathematics, Reading, Writing, Science, Social Studies and Health. Reading comprehension plays a vital role in all aspects of learning. This gives the author the opportunity to facilitate the integration of reading skill development, reading in the content area, and recreational reading. She has the sole responsibility of providing corrective instructions to enhance the reading development of these students. This enables them to get information not only from the basal reader but also from reading assignments in the content area.

In implementing this project, the author designed comprehension tasks which assisted the students to transform reading skills from one kind of material to another.

Problem Statement

The major goal of reading instruction, at all levels of education, is to develop readers who can think about and react to what they read in a variety of ways. This involves more than mere recognition or recall of explicit statements in the material. In order to have a full understanding of what one reads the readers must be able to analyze and synthesize a story as a total work. This involves the four major comprehension categories of literal recognition or recall, inference, evaluation and appreciation.

Literal comprehension requires the recognition or recall of ideas, information and happenings that are explicitly stated in the material. The lack of ability to recognize and recall details, main idea, comparisons, cause and effect, character traits and sequence of events exists for many of the second grade students, who, in this study perform at least one year below grade level.

It is important that these deficiencies are corrected since a reader's ability to deal with such tasks is fundamental to his/her ability to deal with other types of comprehension tasks.

"Inferential comprehension is demonstrated by the student when he/she uses a synthesis of the literal content of a selection, personal knowledge, intuition and imagination as a basis for conjectures or hypothesis" (Smith and Barrett, 1974). In this type of comprehension, the supporting details, main idea, sequence, comparisons, cause and effect relationships, character traits and outcomes are not explicitly stated in the selection. In addition, the reader is required to infer literal meanings from the author's figurative use of language.

The Metropolitan Achievement Test scores of the participants in this specialized program were between 25 percent and 76 percent (Appendix A: 35). The deficiencies of these students were, however, most pronounced in Inferential Comprehension as can be seen by examining the results of the Reading System/Very Plain (R.S./V.P.) pre-test (Appendix B: 36). In addition, the scores of the Stanford Achievement Tests in Reading Comprehension were in the second and third

Stanines, which are below the standard requirements for the school district. As was previously discussed in the background, these children are from diversified cultural backgrounds with varied emotional and psychological experiences and needs. The problem is compounded by the fact that as a "Chapter One" school, the students have very limited amount of exposure and cultural experiences. They therefore, bring to the process of reading, very little background knowledge.

Chapter One is a federally funded program which provides services and equipment for all the students. Funds are generated by students whose test scores on the Stanford Achievement test are at or below the twentieth percentile in Mathematics and Reading Comprehension. Formerly these funds could be used to provide services only for students who generate the funds. In a recent proposal which was written by the teachers at the practicum school and approved by the Board of Education, these services have been extended to accommodate all of the students in the school. This proposal was prompted by the fact that the majority of the students had qualified for the program.

The results of the Teacher Survey to determine the attitudes towards reading (Appendix D: 41) as well as

to ascertain the percentage of students' utilization of library facilities (Appendix F: 46), both indicate deficiencies in the habits and attitudes of the participants towards reading. Examination of the students' cumulative records reveal that these problems existed in other grades. As a result three of these students were previously retained in kindergarten and one in first grade.

Reading is a major learning tool and as such it tends to have a direct impact on all areas of learning. The comprehension deficiency demonstrated by the students in this study has adversely affected their performance in other subject areas. This was particularly observable in the students' lack of ability to extract information from reading in the content area. These students also display deficit in problem-solving in Mathematics. There was therefore a need to provide remedial instructions in an effort to improve the reading comprehension skills of the participating students who were all functioning below grade level.

Outcome Objectives

The desired learning outcome as a result of

specialized instructions were designed as a means to an end whereby students participating in this project would show measurable growth in reading comprehension. Expected outcomes from this project were as follows:

1. After ten weeks of specialized instruction in Story Mapping Strategy, the second grade students participating in this study will score at the 80th percentile or above in Literal Comprehension as measured by the Metropolitan Achievement Test (M.A.T) Primary Level Two.
2. After ten weeks of specialized instruction in Story Mapping Strategies, the second grade students participating in this study will score at the 80th percentile or above in Inferential Comprehension as measured by the Reading System/ Very Plain (R.S.V.P.) Post-Test Step 2, Level 2.
3. After ten weeks of specialized instruction in Story Mapping Strategies, 100% of the second grade students participating in this study will demonstrate improved attitudes toward reading as measured by the Teacher-Made Attitude Survey (Appendix C: 39).

4. After ten weeks of specialized instruction in Story Mapping Strategies, 100% of the second grade students participating in this study will increase usage of library facilities both in and out of school, as measured by the Teacher-Made Survey (Appendix E: 44).

Success was measured by pre and post tests. The writer was engaged in helping to bring student-performance up to a satisfactory level in the above-mentioned areas.

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

One of the major goals of reading instruction at all levels of education, is to develop readers who can think about and react to what they read in a variety of ways. Experience has shown that a problem area in reading instruction is finding an effective way of teaching reading comprehension. Chomsky, as cited by Smith and Barrett (1974) describes the way in which words are related to one another in sentences on a surface structure level and a deep structure level. Before there can be any comprehension, sentences must be transformed from a surface structure level to a deep structure level. Reading comprehension is a psychological process which involves cognition and thought. In order to overcome the many difficulties, much effort should be devoted to comprehension tasks which encourage students to do more than recognize or recall explicit statements in the material. However, literal comprehension tasks are important since one's ability to handle these tasks is fundamental to one's ability to deal with other types of comprehension tasks. Smith and Barrett point out that the two common devices used to stimulate and develop comprehension in

the classroom are the purposes which teachers, or teachers and pupils set prior to reading a selection and the questions teacher ask during or after reading.

In recent years the use of story maps has become a very popular method of improving comprehension. Reutzel (1985:86) believes that the use of story maps in the reading lesson helps the reader to be "better able to see the relation between story elements as well as attend to detail before, during and after reading". This is in agreement with findings by Freedman and Reynolds (1980); Long, Hein and Coggiola (1978); Norman and Lindsey (1972); Pearson and Johnson (1978) which note that the similarity of story maps to semantic maps, webbing, or networking affords the reader a more graphic picture of the story concepts. He further suggests that teachers use story maps to set the purpose for reading, to guide students in summarizing the story during reading and as a device for stimulating discussion and oral re-reading. Thus reading comprehension is strengthened.

Various styles of story mapping have been adapted depending on the main objective to be met such as identifying main idea, sequential detail, character comparison, cause and effect. Reutzel (1985) conducted

a study which compared the story mapping approach using a basal lesson. The study involved a group of 102 fifth grade students from two elementary schools. The results indicated that story mapping yields a higher percentage of success than the traditional Directed Reading Approach (D.R.A.). Reutzel also suggests the use of a cloze story map instead of the usual cloze paragraph or passage. This map incorporates cloze technique, story grammar, and organization of facts. It therefore provides an invaluable strategy for improving comprehension and study skills.

Visual presentation of story elements can enhance poor readers' comprehension (Sinatra, Stahl-Gemake, Berg (1984)). The use of story maps helps the reader to more vividly link the ideas listened to or read, to previous knowledge. As previously suggested, story mapping may be used effectively before, during and after reading. This method of instruction has been proven to enhance comprehension as well as build vocabulary. Sinatra, Berg, and Dunn carried out a study using two approaches. Semantic mapping versus a verbal readiness approach was used to prepare a group of disabled children for silent reading. Of the 15

tests conducted in this study 11 of them substantiated story mapping as being the more effective approach.

One of the advantages of story mapping strategy is that it lends itself to successful group instruction of both skilled and unskilled readers as noted by Idol-Maestas (1985). It is therefore ideal for implementation in a class where learning disabled children are mainstreamed. Collins, as quoted by Maestas (1983) believes that ability grouping sometimes places the slower readers at a disadvantage. Teachers, spend less time on comprehension, but rather tend to place emphasis on vocabulary when instructing slow readers. In addition, there seems to be few changes made with regard to initial group placement of these students. This revelation prompted the study done by Maestos in which a story mapping technique was used to improve comprehension of a mixed group of students. Results of this study showed that not only did comprehension improve for the group during the use of story mapping strategies, but improved standards were maintained without continued use of this technique.

Further studies were done by Maestos (1983) with a group of five intermediate students with mild learning disability. The group was instructed in

identification of setting, problem, goal and outcome. Story mapping was used as the medium to improve comprehension. Her hypothesis was based on the theory of Gordon and Pearson (1983) that the organization that underlies story structure can be generalized to all texts and that poor readers can be taught to understand stories by using a simple story structure as a framework for this organization. Tests were carried out to measure the readers' recall without prompting. It was also important to discover the effects on standardized test results as well as ability to read and comprehend more difficult materials used in the various subject areas. The study initially involved a model phase with the teacher and finally progressed to an independent phase. All but one student achieved at least a six month gain on standardized reading comprehension tests. The most significant growth was observed in listening comprehension. The study demonstrated the positive effect of story mapping strategies on reading comprehension.

However, Schmelzer and Henson (1989) have suggested that story mapping or semantic mapping is not as effective when used with narrative prose as with expository prose. In utilizing a story map the

reader usually focuses on a main idea which has a number of related supporting ideas. Short stories or narrative prose usually have several major ideas with each one having related supporting ideas. The interrelationship of these major ideas makes this sort of writing difficult to map. In order to overcome this difficulty and so afford a better understanding of narrative prose, Schmelzer and Hanson (1989) adapted a modified traditional approach called Episodic Mapping. Each major episode of the story was mapped independently with connecting links to the setting and resolution of the episodes. This was done with the knowledge that the structure of most stories focus around setting, plot, and resolution. It was discovered that while all of the subjects benefited from semantic mapping, the low achievers seemed to have benefitted most. The fact that everyone's contribution is valid when using this strategy, allowed low achievers full participation. In support of previous findings, the visual and concrete nature of episodic mapping helps the readers to better understand the relationship between story parts. Like the traditional semantic mapping, episodic mapping may be effectively used not only to teach story grammar and the

interrelationship of story parts but also to reinforce as well as to teach specific comprehension skills.

In addition to its other beneficial aspects, the story mapping technique can be integrated into the writing lesson. Coley (1982) describes the use of the story as a tool to focus the students' attention on the construction of stories. Through the use of story maps, students learn to identify common story elements such as setting, problem or conflict, and resolution. This knowledge is transferred in creating a story map of the story which they intend to compose. The technique is easily adjusted to include a limited number of elements for beginners. While resulting in better story composition, story mapping has also proven to be an enjoyable activity. Parallel activities may be developed to teach reading and writing skills thus resulting in a more unified language arts program.

On the other hand, Kirjoth and Tibbetts, as cited by Frasher and Frasher (1978), implied that children's preferences have the most direct relevance to reading comprehension performance. It is believed that although girls and boys both show great achievement with high interest story content, boys show greater comprehension gains. Girls comprehend all types of

story material while boys have difficulty comprehending stories with female theme. This is a result of lack of interest in the material. The interrelation between comprehension and interest has been found to be more relevant to the reader than the non- reader. A study involving a group of nine-twelve-year-old boys and girls was done. The reading included stories with traditional as well as non-traditional roles for boys and girls. After the reading, the participants were asked to answer ten multiple-choice questions. Students were also required to write the title of the story preferred, the main character preferred, the main character who seemed more like themselves and the reason for the selection. Comprehension of traditional stories was higher for boys than for girls. Girls preferred non-traditional main characters but there was no difference shown with the boys.

However, feminists, as cited by Fraser and Fraser (1978) disagree with these findings. They feel that far greater damage is done to girls than boys. The reason being that it has been traditional to portray girls in a limited negative way thus contributing feelings of inferiority by girls and limiting the range

of future adult roles perceived as being appropriate.

Story mapping strategy was implemented as the basis of the specialized reading comprehension program. This involved context clues as a means of word identification, recognizing main idea, characters, setting, story plot and sequencing of events. The program will entail written activities, dramatization and artistic illustrations. There were three main activity sheets, a story-map chart and a variety of geometric and picture designed maps. These picture maps were used as follow-up as well as independent activities.

The story mapping strategy was adopted mainly because of the limited vocabulary, inadequate background knowledge, and other identified problems of the participating class as well as the subject school. The activities involved were ones that were adaptable to the various needs of the participants and were modified to suit varying ages and performance levels. Additional cost was eliminated since the materials needed for the implementation of this project were already available in the school. Selection of this method was also influenced by the findings in various studies within the research. It is believed that the

visual representation of story parts helped the children to better understand the interrelationship of these parts thus giving a better understanding of the author's intent.

The adaptation of this strategy generated interest not only among the participants but among the neighboring classes in the centrum. It also allowed involvement by parents and therefore enabled a closer relationship between the home and school. There were, at times, some limitations because of the physical arrangements of the school. However, these limitations were overcome through the co-operation of other teachers in the centrum.

Beck et. al., as cited by Pearson (1982) suggests that teachers questions for narratives should be developed from a "story map" created for each narrative. They believe that story maps define what most stories have in common, that is, setting, problem, the protagonist's goal, the set of attempts to achieve the goal and the resolution. These elements characterize the general structure of children's narrative. This knowledge should therefore lead to the acquiring of skills that will transfer to new situations and thus fulfill the desired goal of

reading, which is to develop within students the independence and habits that will allow them to understand and appreciate stories and other selections when they encounter them on their own. Evidence of such an achievement can be seen on examination of the results of this project. The writer hopes that with expanded use, some of the problems experienced in comprehension by others, will be solved.

CHAPTER III

METHOD

The target population for this project consisted of 20 second grade students of below-average reading achievement. Planning and implementation were carried out by the class teacher who is also the author of this practicum. Parent volunteers were also utilized in the construction of individual maps for independent activities. In the final week of implementation, the students were given the opportunity of designing their own maps. This assignment was given as a take-home activity to enable parents to work with the children. Parent involvement in this project served as partial means of carrying out the projected plans of the Parent Outreach Program.

Dramatization and "walk-through" mapping were used to meet the needs of all students especially those whose chief mode of learning is through their kinesthetic sense. The program also involved written activities and artistic illustrations. These activities were in the form of sentence completion, story-map chart and a variety of geometric and picture-designed maps.

Prior to writing of the proposal, the writer administered the Metropolitan Achievement Test Primary 2 as a pre-test. Inferential comprehension was measured by the Reading Systems/Very Plain (R.S./V.P.) Level 2. This is the level at which the participants should be in the basal reader. Two teacher-made surveys were used to ascertain the percentage of students' utilization of library facilities as well as the Attitude of the students toward reading.

Implementation of the proposal over the ten-week period consisted mainly of activities in story mapping and utilizing a variety of story map frames. Lessons were set up in a logical order to facilitate a smooth transition from one week to another. Each lesson was approximately 40 minutes long and involved a teacher-directed activity, a teacher- supervised follow-up and an independent activity.

The first week's activities consisted of simple picture reading and analysis of data. Analysis was accomplished through teacher-questioning. As a follow-up, the students used information from the picture analysis to compose their own story.

During the second week of implementation, the participants were introduced to story-mapping

procedures. The story chosen for this activity was very familiar to them since they had themselves composed it the previous week. By using their own story they were very comfortable with it since it related the old with the new. Recent research stresses the importance of background knowledge as a major, component of text comprehension (Pearson, 1982). The students were also allowed to use illustrations rather than words in their first attempt at mapping.

Week three involved a field trip to the neighborhood library. Of course, this created much excitement on the part of the students. The target group was accompanied by another second grade class from the centrum. The two class teachers were assisted by three parents who acted as chaperons. At the library the students were familiarized with the various sections of the library and were taught how to use the index cards to locate books. They were also invited to participate in weekend and daily activities at the library. The librarian in charge read them stories and showed them a film. This they enjoyed immensely. Participants who did not have library cards were given application forms. For many of these children it was their first visit to a library outside of the school.

In addition to the educational value of the trip, everyone found the walk to the library very refreshing. "Story frame "C" (Appendix H: 58) was used in the fourth week to teach story grammar, concepts, and terminology. This was followed by the reading and discussion of a story in relation to the story grammar, and finally a summary of the same story. The students again used illustrations to map the story. Another exciting aspect of the practicum project for the participants, was in week six. After reading and discussing the story the participants were given the opportunity to physically map the story by walking over the shapes as each part of the map was discussed. The follow-up activity was done in groups with each group illustrating one part of the story on construction paper. These illustrations were afterwards cut out and glued on a large story-map chart. This resulted in a colorful class mural which was displayed in the hallway of the centrum.

Weeks seven through ten were spent completing various individual story maps. These maps were intended to teach specific comprehension skills including cause and effect relationships, comparison and contrast, locating main idea and supporting details, and predicting outcomes. The students also

created their own map frames by using various shapes to depict some of the stories that were read. Some of these stories were chosen and read independently by the students from books which they borrowed from the library. Discussion with the participants in the tenth week regarding the effectiveness of the project was of vital importance. Information concerning specific areas will be used in future planning for the next school year.

Attendance at R.S./V.P. workshops and teacher inservice training programs provided positive experience particularly in the implementation of the R.S./V.P. skills pack activities as part of the story mapping project. Consultation with one of the vice principals at the practicum site also proved beneficial in obtaining suggestions and additional material. Some of the activities which were utilized in this project were obtained from the "Activity Bank" in the centrum shared by the participating class.

Weekly evaluation activities were used to monitor the participants' progress. Most of these evaluation exercises were taken from the R.S./V.P. skill pack. These activities correspond to the testing/teaching comprehension sequences of R.S./V.P. and are designed to meet the county's Grade Level Requirements, Pupil

Progression Plan Standards, and Florida State Assessment Standards Skills in reading. In addition, independent activities also served as a means of monitoring progress. During open discussions of story elements a deeper processing of the selection by the participants was also observed by the teacher. Further teacher observations revealed the participants' increased use of library facilities as well as improved attitude towards reading.

Upon completion of the project the Metropolitan Achievement Test was re-administered as a post-test. Since the pre-test was not discussed with the students and because of the time lapse between testing, this did not allow the students to learn the test. It was therefore possible to gain an accurate measure of success. The R.S./V.P. post-test was also given in the tenth week. Scores from the pre-test were recorded and compared with the pre-test scores. In addition, the teacher-made surveys to determine student-attitude toward reading (Appendix C: 39) and to measure library utilization by these students (Appendix E: 44), were re-administered. The score differentials from the tests and surveys were used to determine the success or failure of the project.

CHAPTER IV

RESULTS

A comparative analysis technique was used to evaluate the success of the practicum project. Pre-test scores were distributed on an evaluation scale sheet, opposite post-test scores. This technique allows for easy interpretation and comparison of test scores.

Teacher observations as well as student attitude and library usage surveys also served as a means of measuring the success of this project.

Evaluation of the first two outcome objectives was accomplished by re-administering the Metropolitan Achievement Test in Reading, Primary Level Two, as well as administering the post-test of the Reading Systems/ Very Plain (R.S.V.P.) Step 2, Level 2. Of the 20 participants tested 18 of them scored 80 percent or above on the Metropolitan Test (Appendix A: 35). This number represents 90 percent of the group. The results of the post-test of the Reading systems/Very Plain (R.S./V.P.) were not as outstanding. Three students failed to meet the 80 percent requirement for mastery. Thus resulting in an 83 percent overall mastery (Appendix B: 36).

During the second week of implementing this practicum, two of the initial participants who were previously referred to the child study team by the writer, were tested and found to have a learning disability. They were therefore placed in part-time special education classes. As a result, they were unable to continue in the specialized reading program since the writer was no longer responsible for their supervision in Language Arts. They were allowed to do the post-test but failed to obtain the required 80 percent on both tests. The writer hesitates to suggest that this was an indication of their lack of participation in the project since their comparison with the other 18 participants would be unbalanced. However as was mentioned in chapter two of this project, demonstrations have proven that story mapping is an effective technique to improve comprehension in learning disabled children (Sinatra et. al., 1984 and Idol-Maestras, 1985). Results of the Attitude Survey (Appendix D: 41) and the Library Utilization Survey (Appendix F:46) which were carried out before and after implementation of the practicum project were compared. These comparisons were used to evaluate objectives three and four. All of the participants showed

improvement both in their attitudes towards reading as well as their utilization of library facilities. These results indicate that 100 percent of the students who participated in the specialized program showed improvement. Thus both objectives were met.

The final results of tests and surveys is evidence that the students were benefitted by the program. The types of activities presented, were concrete and focused directly on the text structure. This assisted the poorer readers to realize text and inference relationship. It was observed, however, that the most significant growth increase was in listening comprehension. Overall improvement was shown not only in reading comprehension skills but also in the participants' self-confidence.

CHAPTER V

RECOMMENDATIONS

The writer believes that this project was a success and has therefore made the materials available to all teachers in the practicum school. They will also be made available for county-wide distribution through the region co-ordinators. The writer will continue to use the techniques suggested in the implementation strategies. A simplified version of these strategies is being composed by the practicum writer and will be recommended for Kindergarten classes. This version will emphasize the use of mural-like story maps where illustration and walk-through of story parts take the place of written parts.

The program will also be made available to the co-ordinator of the Parent Outreach Program to be used by each grade-level personnel at their parent-workshops. Portions of the program may also be adapted for home visit instruction.

Finally, a compilation of various types of story map designs along with suggestions for their use has been prepared by the practicum writer. These activities were compiled in booklet form and filed in each centrum's "Activity Bank" at the practicum

school. A demonstration of its use, will be given by the author at a teachers' workshop which will be conducted in the same school at the beginning of the coming school year.

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APPENDICES

APPENDIX A

METROPOLITAN ACHIEVEMENT TEST SCORES

APPENDIX A

METROPOLITAN ACHIEVEMENT TEST SCORES

Student Number	Pre-Test	Post-Test
1	69	82
2	58	85
3	76	89
4	76	95
5	73	89
6	55	86
7	73	98
8	55	86
9	78	90
10	73	98
11	76	98
12	56	86
13	75	90
14	25	30*
15	78	96
16	75	98
17	76	90
18	56	83
19	36	60*
20	78	98

*Students who did not increase their scores to 80% or above

APPENDIX B

READING SYSTEMS/VERY PLAIN TEST SCORES

APPENDIX B

READING SYSTEMS/VERY PLAIN TEST SCORES

Student Number	Pre-Test	Post-Test
1	52	83
2	52	88
3	74	96
4	68	96
5	65	83
6	39	81
7	61	95
8	35	83
9	77	90
10	65	90
11	68	88
12	32	73*
13	58	88
14	23	25*
15	74	98
16	58	83
17	45	80
18	45	86
19	32	58*
20	74	93

*Students who did not increase their scores to 80% or above

APPENDIX C

ATTITUDE SURVEY

APPENDIX C

ATTITUDE SURVEY

1. How do you feel when you teacher reads you a story out loud?	o	o	o	o	o
2. How do you feel when someone gives you a book for a present?	o	o	o	o	o
3. How do you feel about reading books at home?	o	o	o	o	o
4. How do you feel when you are asked to read out loud to your teacher?	o	o	o	o	o
5. How do you feel when you are asked to read out loud to the class?	o	o	o	o	o
6. How do you feel when you have to find answers in a book?	o	o	o	o	o
7. How do you think your teacher feels when you read?	o	o	o	o	o
8. How do you feel about how well you can read?	o	o	o	o	o
9. How do you feel about the reading book that you are in?	o	o	o	o	o
10. How do you feel when you come to a new word in reading?	o	o	o	o	o

APPENDIX D

RESULTS OF ATTITUDE SURVEY

APPENDIX D

RESULTS OF FIRST ATTITUDE SURVEY

Question						
1.				1	19	
2.	2	1	2	12	2	Number of responses to each question
3.	4	7	9			
4.	3	11	4	1	1	
5.	4	12	2	1	1	
6.	4	13	2	1		
7.	1	3	14		2	
8.	3	7	6	3	1	
9.		6	5	7	1	
10.	3	7	10			

APPENDIX D

RESULTS OF SECOND ATTITUDE SURVEY

Question						
1.	-	-	-	-	20	
2.	-	-	-	3	17	Number of responses to each question
3.	-	1	1	2	16	
4.	-	1	2	1	16	
5.	-	2	3	5	10	
6.	-	-	1	1	18	
7.	-	-	1	1	19	
8.	-	-	-	2	18	
9.	-	-	3	2	15	
10.	-	3	1	3	13	

100% Improvement

APPENDIX E

SURVEY OF LIBRARY USAGE

APPENDIX E

SURVEY OF LIBRARY USAGE

	Never	Sometimes	Often	Always
1. How often do you use the school library?	o	o	o	o
2. How often do you use your neighborhood library?	o	o	o	o
3. Do you participate in activities at your neighborhood library?	o	o	o	o
4. Do you ever go to the library to do research?	o	o	o	o
5. Do you borrow books from your school library?	o	o	o	o
6. Do you return your books on time?	o	o	o	o
7. Do you borrow books from your neighborhood library?	o	o	o	o
8. Do you know the different sections in the library?	Yes_____		No_____	
9. Do you know how to use the card catalog?	Yes_____		No_____	
10. Do you have a library card?	Yes_____		No_____	

APPENDIX F

RESULTS OF LIBRARY USAGE SURVEY

APPENDIX F

RESULTS OF FIRST LIBRARY USAGE SURVEY

Question	Never	Sometimes	Often	Always	
1.		5	15		
2.	16	3	1		Number of Responses to each Question
3.	19	1			
4.	19	1			
5.	4	6	10		
6.	2			14	
7.	16	4			
8.		Yes_____	No 20		
9.		Yes_____	No 20		
10.		Yes 4	No 16		

APPENDIX F

RESULTS OF SECOND LIBRARY USAGE SURVEY

Question	Never	Sometimes	Often	Always	
1.	-	-	2	18	
2.	-	3	3	14	Number of Responses to each Question
3.	-	8	7	5	
4.	-	2	10	8	
5.	-	2	1	17	
6.	-	-	3	17	
7.	-	3	3	14	
8.		Yes 20	No -		
9.		Yes 20	No -		
10.		Yes 20	No -		

100% Library Usage

APPENDIX G

LESSON PLAN

APPENDIX G

LESSON PLAN

Week One

Teacher-Directed

1. Display picture of children playing with balloons.
2. Students study picture and analyze data - who, where, when, what is happening, how come, what will happen next and why?

Follow-up

1. Students reflect for a few minutes then dictate story about picture and give story a suitable title.
2. Teacher records story on chalkboard.
3. Students edit story which the teacher transfers to chart paper.

Independent Activity

Students write and illustrate story in their journals.

Evaluation

Select titles for stories (Appendix H: 62)

Week Two

Teacher-Directed Activity

1. Distribute story-map frame "A" (Appendix H: 56)
2. Discuss parts of the map - who, when, where, what happened, how did the story end.
3. Children read story which they composed, while reflecting on story map frame.

Follow-up

1. Discuss story in relation to each part of the story map frame

2. Group mapping

Independent Activity

Students outline story on map frame, first by using illustrations and then words.

Evaluation

Recognize details - who, where, what, when (Appendix H: 64).

Week Three

Teacher-Directed Activity

Visit to neighborhood library. Familiarization with sections of library and how to locate books. Story reading and film strip (librarian).

Follow-up

1. Discuss the story "Little White Teddy Bear Who Didn't want to go to Bed". Guide the students to identify essential details.

2. Whole-group story mapping on chalk board.

Independent Activity

Individual story mapping - Map frame "B" (Appendix H: 57).

Evaluation

Recognizing main idea and supporting details (Appendix H: 65).

Week Four

Teacher-Directed Activity

Use story frame "C" to teach story grammar, concepts and terminology (Appendix H: 58).

Teacher reads story: "The Bear who wanted to be a Bird".
Discuss story in relation to story grammar-character, setting, plot, problem, goal, resolution.

Follow up

Fill in missing words in sentences to summarize story (chalkboard).

Independent Activity

Map story using pictures. Story Map-Frame "C" (Appendix H: 58).

Evaluation
Interpreting pictures (Appendix H: 66).

Week Five

Teacher-Directed Activity

1. Teacher reads story "The Train That Would Not Stay on the Track".

2. Discuss character, setting, plot, problem, goal, resolution. Identify story parts.

3. Summarize story by filling in missing words (chalkboard). Copy story parts onto sentence strips.

Follow-up

Distribute the sentence strips and have the students arrange the story parts in a large wagon-wheel map-frame on chart paper.

Independent Activity

Individual story mapping - Map "C" (Appendix H: 58).

Evaluation

Order of events (Appendix H: 68).

Week Six

Teacher-Directed Activity

1. Display a large story-map chart (geometric shapes).

2. Read story - "The Tale of Peter Rabbit" while students identify story parts.

3. Spread map on floor and have several children walk over the shapes as each part of the map is discussed.

Follow up

Divide the class to illustrate different parts of the story on construction paper. Glue illustrations to story-map chart to create a mural.

Independent Activity

Students use story frame "D" (Appendix H: 59) to organize and remember information about the story.

Evaluation

Independent Activity

Week Seven

Teacher-Directed Activity

1. Read Story: "The Three Little Pigs"

2. Analyze for major elements - characters, setting, plot.

Follow-up

Discuss cause and effect relationships in story eg. The wolf could not blow down the third pig's house because it was made of bricks.

Independent Activity

Map story - Cause/Effect Relationships - Story map frame "E" (Appendix H: 60).

Evaluation

Inferring cause and effect relationships (Appendix H: 69).

Week Eight

Teacher-Directed Activity

1. Read the story - "Betsy"
2. Analyze story for major elements.
3. Discuss character traits
4. Introduce Vocabulary - comparison, contrast

Follow-up

Use semantic mapping for comparison/contrast (overlapping Venn Diagram) characters: Betsy, Sandy Comparison girls, 8 years old; contrast: kind-mean, selfish-considerate

Independent Activity

Individual story maps - Map Frame "F" (Appendix H: 61).

Evaluation

Inferring character traits (Appendix H: 70).

Week Nine

Teacher-Directed Activity

1. Guide the students to select a story with one major plot, one major goal, clearly defined episodes and one major solution. Produce the story.
2. Introduce vocabulary and establish background of the story.
3. Set purpose for silent reading.

Follow-up

Discuss and guide the students to underline the major elements in the story - character, setting, problem, goals, events, resolution.

Independent Activity

Students map the elements creating a story frame that depicts the main character in the story (take-home activity).

Evaluation - Independent activity

Week Ten

Independent Activity

1. Students select and read individual stories.

2. Create own story frame and map story elements (take-home activity).

Teacher-Directed Activity

Students present and analyze each others story maps.

Follow-up

Discuss with the students the effectiveness of the project.

Evaluation - Post-Test

(a) R.S./V.P.

(b) Metropolitan Achievement Test

(c) Attitude Survey (Appendix C: 39)

(d) Library Utilization Survey (Appendix E: 44)

APPENDIX H

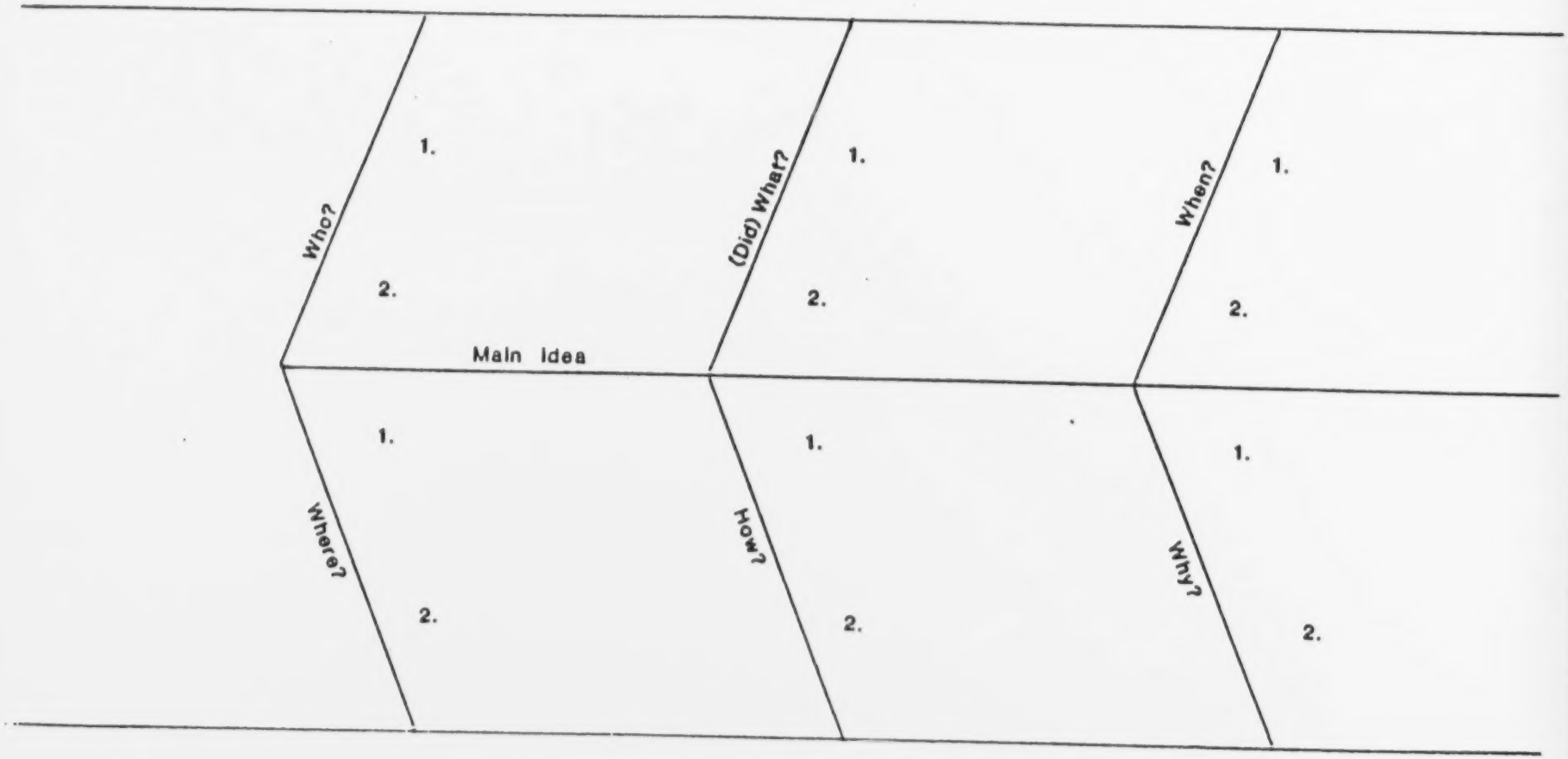
STORY-MAP FRAMES AND EVALUATION ACTIVITIES

56

STORY STRUCTURES – MAP-FRAME "A"

	WHAT HAPPENED?
WHO?	1.
WHEN?	2.
	3.
WHERE?	HOW DID THE STORY END?

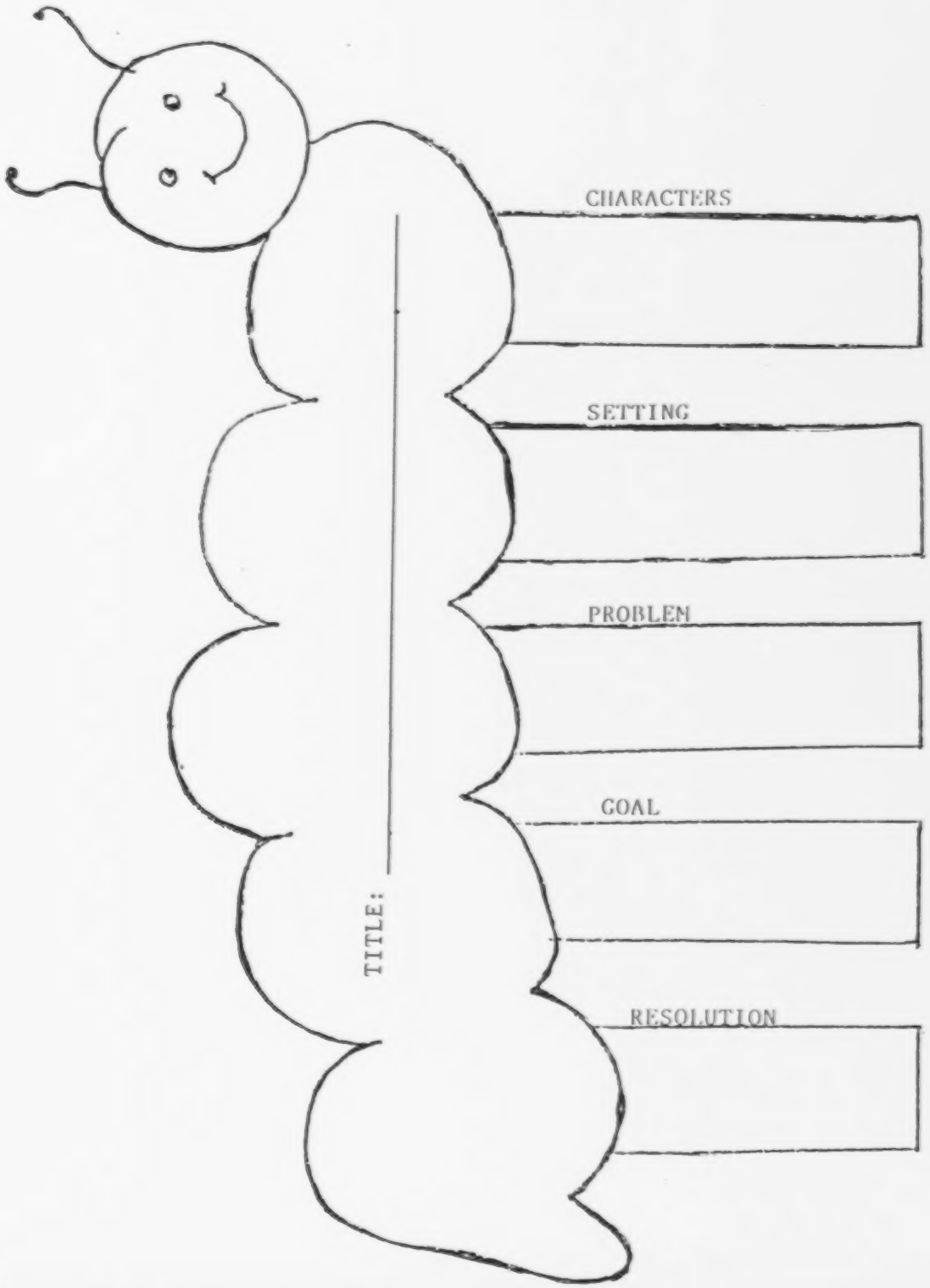
HERRINGBONE TECHNIQUE - MAP-FRAME "B"



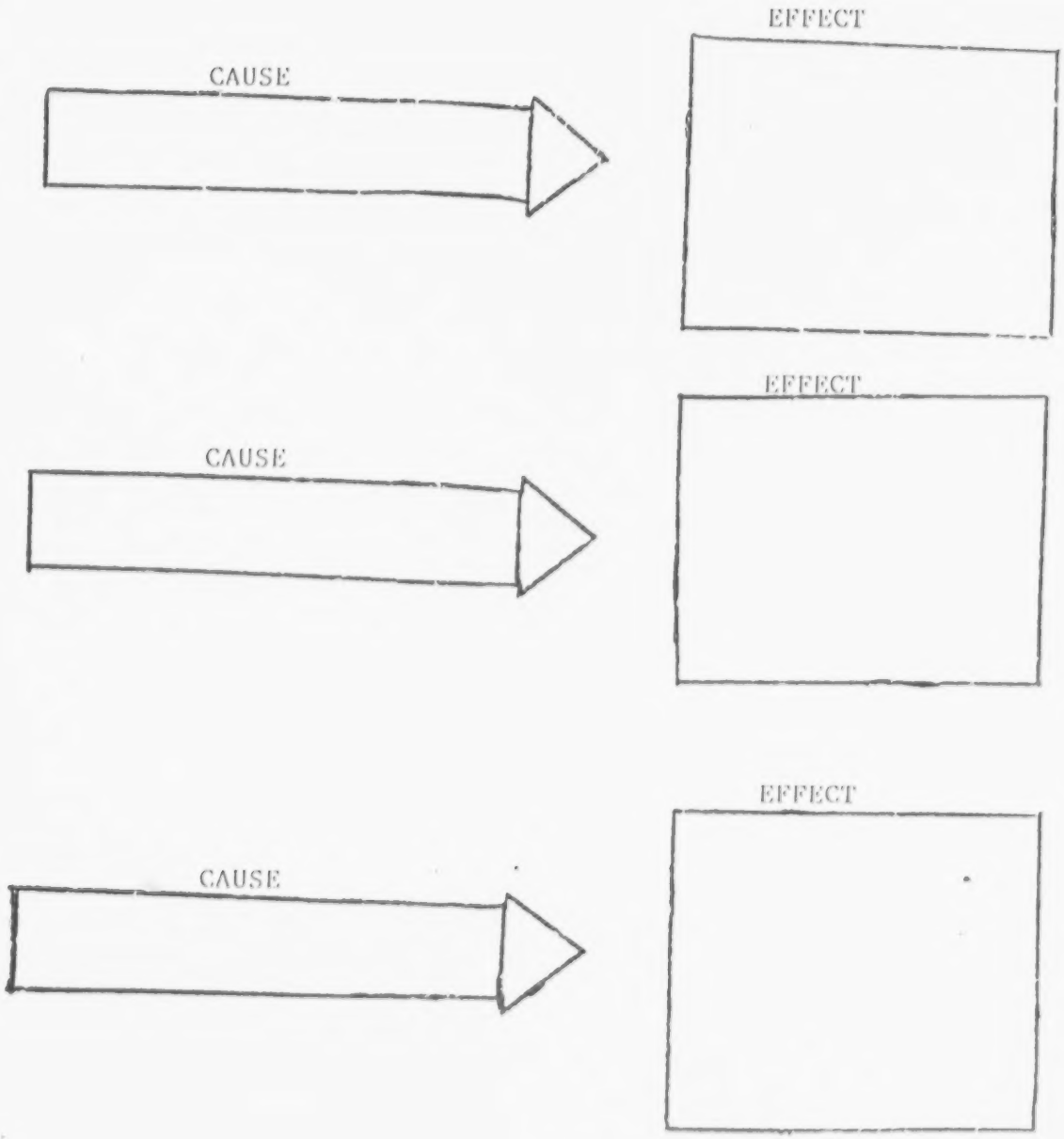
STORY MAP - FRAME "C"

Characters	
Setting	
Problem	
1st Event	2nd Event
3rd Event	4th Event
Resolution	

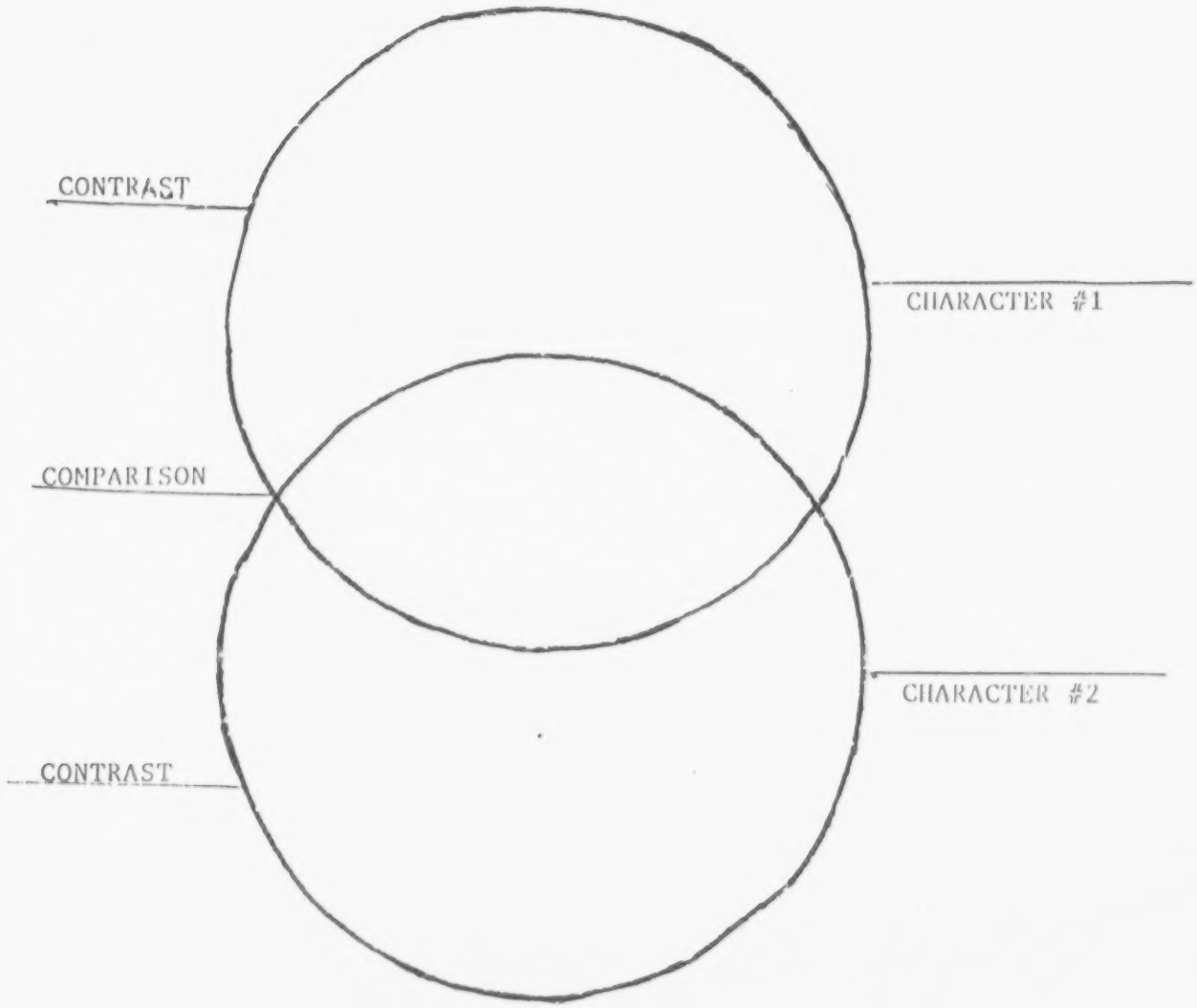
STORY MAP-FRAME "D"



STORY MAP-FRAME "E"



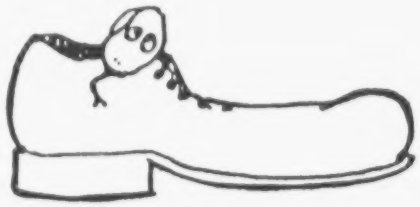
STORY MAP-FRAME "F"



SELECTING TITLES FOR STORIES

Directions: Read each story. Next to each story is a list of titles. Choose the title you think is best for each story. Write the letter of that title on the correct line on your answer sheet.

My pet snake was not in his box.
I looked all over the house.
I could not find him.
One morning, my dad was dressing.
He put his foot in his shoe.
Oh my, was Dad surprised!
There was my snake!



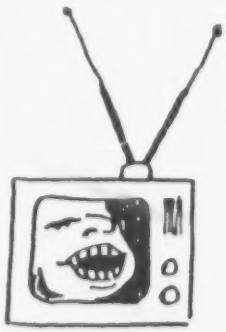
a. My Dad
b. A Big Shoe
c. The Lost Pet

1. _____

There are sounds all around us.
People make sounds when they laugh and talk.
Babies make sounds when they cry.
Animals make sounds, too.
Cars and trucks make sounds when they run.
Trees make sounds when the wind blows.
The TV and radio make sounds when they work.
Bells make sounds when they ring.

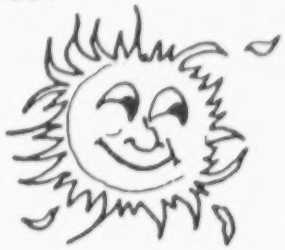
a. Bells Ring
b. Animal Sounds
c. Work Sounds
d. Sounds Around Us

2. _____



SELECTING TITLES FOR STORIES

Directions: Read each story. Next to each story is a list of titles. Choose the title you think is best for each story. Write the letter of the best title on the correct line on your answer sheet.



The sun is far, far away.
Yet the sun helps us very much.
It makes daylight for us.
The sun keeps us warm.
It keeps us well.
The sun makes plants grow.
It helps to make food for us.
The sun makes our world beautiful.

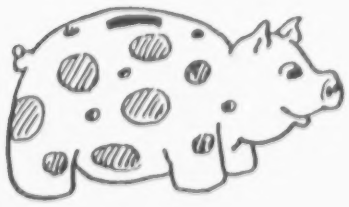
a. Our Daylight
b. Our Helper
c. So Far Away
d. Our World

1. _____

John wanted a new bike.
Dad said, "Why don't you save your money?"
John said, "I think I will!"
John saved his money.
He saved his money for a long time.
One day, Dad said, "John, I'm proud of you!"
Then Dad gave John some money.
Now John has a new bike.

a. An Old Bike
b. A Long Time
c. Dad's Bike
d. Saving for a Bike
e. Proud of Dad

2. _____



Name_____ Date_____

Directions: Read the story. Then read each sentence below the story. Write your answer on the lines. Use complete sentences.

One morning Bob and his father went fishing. They went fishing in a boat. They went to Duck Lake. The boat stopped. Bob and Father went in the water. They pulled the boat in.

1. Who went fishing?

_____

2. Where did they go fishing?

_____

3. What happened to the boat?

_____

4. What did Bob and Father do with the boat?

_____

5. When did Bob and his father go fishing?

_____

Name_____ Date_____

Directions: Read the story. Then read each sentence below the story. Write your answer on the lines. Use complete sentences.

A. The baby has a basket of toys. He has a toy duck. He has a doll. He has a train and a truck. He likes his duck.

1. Which sentence best tells the main idea?

_____

2. Name one toy that the baby has.

_____

3. Which toy does the baby like?

_____

B. My uncle has many lambs on his farm. They like to eat green grass. They sleep at night. They play in the morning. They get water. The lambs try to look in my pocket. I think the lambs are funny.

1. Which sentence best tells the main idea?

_____

2. When do the lambs play?

_____

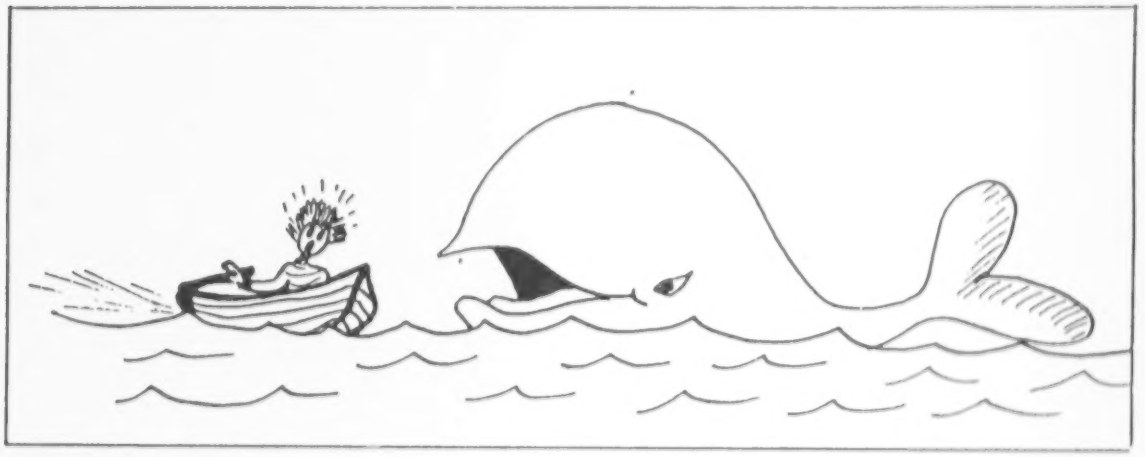
3. What do the lambs eat?

_____

4. Where do the lambs live?

_____

Directions: Look at the picture below. Then read each sentence. Choose the sentences that tell about the picture. On your answer sheet, write YES next to the numerals of the sentences that tell about the picture. Write NO if they do not tell about the picture.



_____ 1. The man is afraid.

_____ 2. The man drives a small car.

_____ 3. The whale is very big.

_____ 4. The lady jumped out of the boat.

_____ 5. The whale's mouth is open.

_____ 6. The man is in a small boat.

Directions: Look at each picture. Then read the sentences below each picture. Choose the two sentences that go with each picture. Write the letters of those sentences on the correct line on your answer sheet.

1. _____

a. Three boys are playing a game.

b. The boys are fighting.

c. The boys are playing marbles.

2. _____

a. The girl is eating.

b. The girl is sitting at a desk.

c. The girl is reading a book.

d. The girl dislikes what she is doing.

3. _____

a. John is in the band.

b. John is blowing a horn.

c. The horn is very heavy.

d. John is blowing hard.

Name_____ Date_____

Directions: Read the sentences and number each one in the order of how they happen.

A.____Then she washed her face.

____Pam got up at 7 o'clock.

____After that she was ready to get dressed and brush her hair.

____First she brushed her teeth.

B.____Then he turned the dial to channel 3.

____Jerry turned off the television at 7:00 p.m.

____He watcher "The Monster Hour".

____Jerry turned on the television set at 6:00 p.m.

C.____So Mike asked his friends to come Saturday at 4 o'clock.

____Dad said he could have a party.

____Finally Saturday came and so did his friends.

____It would be Mike's birthday in one week.

Name_____ Date_____

Directions: Read the sentence beginnings. Then look at the endings. Find an ending for each sentence beginning. Write the endings on the lines.

1. The girls have cookies because_____

_____.

2. The bird gets food because_____

_____.

3. The rain is good because_____

_____.

4. The farmer has cows because_____

_____.

5. We put on coats because_____

_____.

Choose one of these endings:

a. it is cold.

b. he sells milk.

c. they will have a party.

d. it helps trees grow.

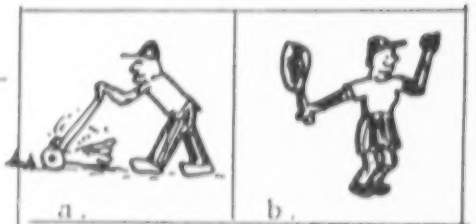
e. it has babies to feed.

Directions: Look at each pair of pictures. Then read the word under the pictures. Choose the picture that fits the word. Write the letter of that picture on the correct line on your answer sheet.

1. _____

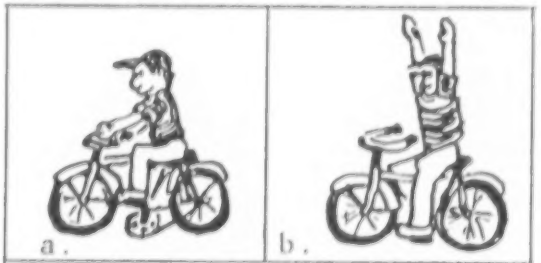
happy

2. _____



helpful

3. _____



careless

Directions: Read each word. Then look at the pictures. Choose the picture that goes best with each word. Write the letter of that picture on the correct line on your answer sheet.

4. playful _____

5. lazy _____

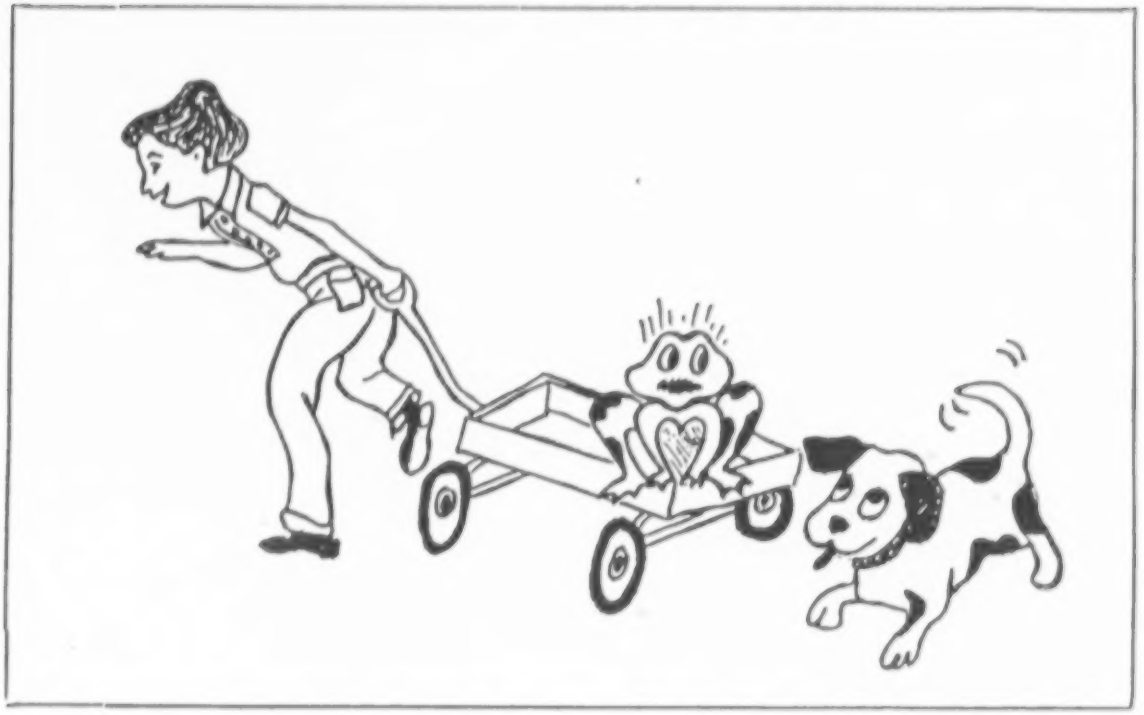
6. sad _____

a.

b.

c.

Directions: Look at the picture. Then look at the sentences below the picture. On the correct line on your answer sheet, write yes or no for each sentence.



_____ 1. The boy is sad.

_____ 2. The dog is happy.

_____ 3. The boy is happy.

_____ 4. The frog is afraid.